EMERSON COLLEGE OF ORATORY

CHICKERING HALL
HUNTINGTON AVENUE
BOSTON

1902

"FOR OF THE SOUL THE BODY FORM DOTH TAKE,
FOR SOUL IS FORM AND DOTH THE BODY MAKE."

—Edmund Spenser.

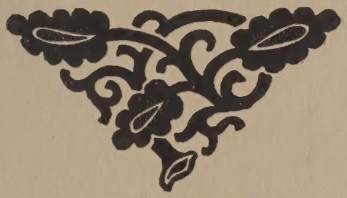
CHARLES WESLEY EMERSON

FOUNDER

ANNUAL CATALOGUE OF THE EMERSON COLLEGE

ORATORY LITERATURE PEDAGOGY

BOSTON



1902

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* Course of lectures open to graduate class.

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Reading as a Fine Art; Monologue Arrangement of Poems and Novels.*

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* Course of lectures open to graduate class.

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Our New College Home

History

THE Emerson College of Oratory is the largest institution of its kind in the world. Established by Charles Wesley Emerson, in 1880, as a private school, it was, in September, 1886, formally incorporated by the Commonwealth of Massachusetts as the Monroe College of Oratory, being named in honor of the late Prof. Lewis B. Monroe.

On the occasion of the formation of the Monroe College Alumni Association at Boston, May 3, 1889, resolutions were adopted requesting the Trustees to change the name of the institution to the "Emerson College of Oratory," in honor of its founder. Upon petition to the Legislature, a bill authorizing the change was passed by the General Court, and receiving the governor's signature, February 12, 1890, the institution became the Emerson College of Oratory.

Design of the College

THE Emerson College of Oratory is a school for personal culture. It seeks to awaken in the student of expression, whether he aims to be a creative thinker or an interpreter, a realization of his own potentialities, and to give such direction to his training that he may attain them. While conserving the best traditions of the past, the college stands for thorough investigation, the most advanced educational methods, and the highest professional standards and ideals.

Oratory is taught as an art, resting upon recognized laws of nature, which are so explained and illustrated as to give a thorough understanding of all the principles upon which this art is based. A complete mastery of these principles is gained through practical training in their application.

The production of every great master possesses an individuality distinct from that of any other. The purpose is to develop natural orators, not artificial ones.

The orator is educated, not by fashioning him after a certain model, or by making him a slave to arbitrary rules, but by quickening and developing the intellectual faculties, cultivating the imagination, deepening and guiding the feelings, disciplining all the agents of expression, making the will sovereign, and thus leaving him free to express his thoughts, convictions, and emotions in accordance with his own temperament.

The college designs to fit students to become professors and instructors in oratory and literary interpretation, to supply the ever-increasing demand for teachers who have studied not merely to become readers, but masters of the laws underlying the art of expression.

It affords such a course of instruction in the fundamental laws of health, and such physical training, as rarely fail to restore to health and strength.

The personal and literary culture afforded by the curriculum are of highest value, not only to those who have a professional end in view, but to men and women who do not intend to make oratory a specialty. It is self-evident that a strong personality, a cultured and noble manhood, is infinitely superior to any tricks of voice or gesture. When a man loves the truth and lives it, and can present it effectively to others, he has received the best possible preparation for the work of life as well as for the work of oratory. "The greatest thing in oratory is the orator."

Courses of Instruction

THE methods of instruction of the Emerson College of Oratory are based upon its New Philosophy of Expression, and differ fundamentally from those usually employed in teaching oratory; and it is to this more than to anything else that the great success of the college is due. While many methods work for simulation of power, this method develops sources of real power; while others have dealt with effects, this has also dealt with causes; while others have taught what particular forms of voice or gesture were adapted to the expression of particular sentiments, this has developed those qualities of mind and heart which lie behind all forms of expression, and which spontaneously create its requisite artistic forms.

There are sixteen general groups of studies, including over sixty courses, which may be designated as follows: —

I. ORATORY
II. VOICE CULTURE
III. GESTURE
IV. EVOLUTION OF EXPRESSION
V. PERFECTIVE LAWS OF ART
VI. PLATFORM ART AND DRAMATIC INTERPRETATION
VII. ENGLISH LITERATURE
VIII. RHETORIC AND COMPOSITION
IX. PHYSICAL CULTURE
X. ANATOMY, PHYSIOLOGY, AND HYGIENE
XI. VOCAL PHYSIOLOGY AND ACOUSTICS
XII. PSYCHOLOGY AND PHILOSOPHY
XIII. PEDAGOGY
XIV. MUSIC
XV. ART AND ÆSTHETIC CULTURE
XVI. LIFE AND PERSONAL DEVELOPMENT

The distribution of studies in the order of years will be seen in the following pages. A course of twenty-five individual and private lessons is included in the regular work of the Freshman and Graduate classes.

1. Oratory

PRESIDENT EMERSON, DEAN SOUTHWICK, MR. TRIPP, MR. PAUL

1. History of Oratory. Lectures upon the lives and times of the great orators; critical study of famous orations; sources of the essentials of public speaking; methods of leading orators; study of examples from Demosthenes, Cicero, Burke, Pitt, Grattan, Henry, Webster, Lincoln, Phillips.

2. Pulpit Oratory. Bible and Hymn Reading.

3. Extemporaneous Speaking. Discussions upon current events and topics from history, biography, and literature; arrangement and analysis; the use of anecdote; post-prandial speaking; the delivery of original orations. Forensic delivery.

4. (a) Logic. (b) Parliamentary Rules and the Conduct of Meetings.

5. Debates and Principles of Argumentation.*

6. (a) Lectures on the Application of Psychological and Pedagogic Principles in the analysis of Oratory, Literature, Music, and other forms of Art.
(b) Practical application of the above principles in literary interpretation; viz., the study of the central idea in its obvious intent; the analysis of this idea, or the study of the parts; the relation or service of each part to the whole; the relation of these parts to each other, as shown in the ultimate purpose.

Of the above courses, No. 1 will be given once a week during the fourth year; No. 2 is given regularly once a week during the third and fourth years; No. 3 is given once a week during the third year; No. 4 (a) is given once a week during the first half of the third year; No. 4 (b) is given once a week during the second half of the third year; No. 5 is given once a week during the third year; No. 6 (a) is given incidentally throughout the entire course; No. 6 (b) is given once a week during the second and third years.

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*The literary and debating societies in connection with the college afford further opportunities for practice.

II. Voice Culture

PRESIDENT EMERSON, MRS. SOUTHWICK, MRS. HOLT

1. Lectures upon the Physiology and Hygiene of the Voice. The relations of the vital and vocal organs; fundamental conditions of voice production; relation of voice to the nervous system; breathing; articulation; relation of pitch to resonance; overtones; misuses of the voice, their cause and cure.

2. Technical Vocal Training. Eradication of faults in use of voice; tone and speech; development of resonance, flexibility, and tone color; the relations of the voice to imagination and emotion; development of freedom, smoothness, purity, sympathy, power, and brilliancy of tone.

3. Time and Tune. The development of tone perception; naming of the relative pitch and length of sounds as mental objects; the acquisition of that conception of the relative pitch and length of sounds which must precede correct utterance; how to teach sight-singing in the public schools. (See group "IX. Music.")

Of the above courses, No. 2 is given in practical drill work every day during the three years of the course, and once each week in special classes for instruction and individual criticism during the first, second, and third years; No. 3 is given once a week during the first and second years (this course is identical with that mentioned in group "IX. Music"), and No. 1 in class instruction and occasional lectures during the entire course.

The system of voice culture taught in this college embraces the discoveries of Tyndall and other eminent modern scientists. It takes away all huskiness, all impurities of the voice, and cures all forms of chronic sore throat, including ulceration and "clergyman's sore throat." It gives fulness, volume, great range, smoothness, flexibility, sympathy, brilliancy, and power.

The voice, when free from physicial limitation, is at the moment of utterance a true reporter of the state of the mind. The first object, therefore, is to find the ideal voice of the individual student, then to develop it. In reading and speaking, the test of vocal culture is the fidelity with which the voice reveals the state of the mind. The voice being free to respond to the soul, just in proportion as the soul of the artist grows in truth, beauty, and goodness, so will the voice, which is the servant of the soul, grow like its lord and master.

III. Gesture

PRESIDENT EMERSON, MRS. EMERSON

1. Lectures upon the Physiology of Gesture. The evolution of gesture and its philosophy; the automatic action of the nerve centres, and reflex action; relations of æsthetic physical culture to gesture; gesture and its relations to intuition; the distinction between the gesture of spontaneity and that of calculation.

2. Exercises for the cultivation of muscular sense and the promotion of harmony, grace, unity.

3. Drill for the culture of the highest responsiveness of the nerve centres. Response to the mental concept; consciousness, affection, will, and intellect in their externalization by means of the muscles; simple forms and their combinations; pantomime.

4. The Delsarte criteria of gesture. The translation of gesture at sight; bearing; dramatic attitudes; gestures and mannerisms as indices of character.

Of the above courses, No. 2 is given daily throughout the entire course; No. 3 is given once a week during the second year; No. 4 is given once a week during the third year; No. 1, in the form of occasional lectures, is given during the course.

Gesture is the expression of the emotions by means of the muscles. Every thought and emotion causes certain vibrations of the brain, which are communicated by nerve fibres to nerve centres, and by them reflected through other nerve fibres to the muscles, causing these to produce such attitudes and movements of the head, torso, and limbs as to picture to the consciousness of the beholder what is taking place in the mind of the speaker or actor. The nerve centres need educating, or they act meagrely, and frequently cause the person to make such gestures as contradict his words and emotions. A gesture the soul does not impel is mechanical; and a mechanical gesture is infinitely worse than no gesture, as it puts a formal and constrained manner in the place of a free and natural one. By proper training all the parts develop the power of acting in unity, the muscles become free and elastic, the nerves healthy, strong, and responsive, and the person is freed not only from his own inertness, but also from all slavishness to rules of elocution and gesture.

IV. Evolution of Expression

PRESIDENT EMERSON, MR. KIDDER, MRS. SOUTHWICK, MRS. EMERSON, MISS SMITH, MISS LAMPRELL, MISS GATCHELL, MISS TATEM, MISS DE LANO, MISS NOYES

1. Lectures upon the order of development of the powers of the human mind. The principle of evolution as illustrated in the history of art; significance of the "colossal," "effective," "realistic," and "suggestive" periods in art; laws of evolution as applied to the development of the powers of the orator; methods of developing these powers, pedagogically considered.

2. The sixteen progressive and graded steps in the "Evolution of Expression" through which the pupil may be brought to a realization of the criteria of the teacher. Study of selections from the great orators, essayists, dramatists, and poets illustrative of these sixteen steps; the meaning of the steps and their relations and interdependence; drill work and application to the individual needs of the pupil.

Of these courses, No. 1 is given in occasional lectures throughout the course; No. 2 is given ten times a week throughout the first year.

In the New Philosophy of Expression no pains have been spared to ascertain the fundamental laws according to which the mind unfolds. Illustrations of these laws have been found by the President in his studies of ancient art, and they are in harmony with the accepted principles of psychology as taught by all educators. They may easily be traced in the development of any individual mind. Indeed, the knowledge of evolution which has thrown light upon the creative processes of the universe is here employed in the development of the creative powers of the orator. With the class as an audience, the pupil is required at every step to produce positive results, and to depend for those results on his mental activity at the moment of speech. This feature of the work is fundamental, because it develops the orator's mind-power; progressive, as it requires him to add something to his mind-power at every step; and practical, inasmuch as his progress is constantly tested by his ability to move an audience.

v. Perfective Laws of Art

PRESIDENT EMERSON, MR. TRIPP, MRS. SOUTHWICK, MRS. EMERSON, MISS SMITH, MISS LAMPRELL, MISS GATCHELL, MISS TATEM, MISS DE LANO, MISS NOYES

1. Lectures upon the powers to be perfected in the expression of the artist. The higher criteria of criticism to be applied to the results attained by practice of the fundamental principles set forth in the Evolution of Expression.

2. Drill work and criticism, to enable the student to realize the perfective criteria. Study of the natural laws underlying them.

Of the above courses, No. 1 is given in lectures interspersed throughout the work of the second and third years; No. 2 is given nine periods a week during the second year.

The final perfecting of the orator and expressive reciter or reader comes from moulding his powers in accordance with these laws. First of all, these laws define what art is; secondly, when used as criteria they determine the rank or value of each work of art; thirdly, they furnish the ideal which the student of art should aim to realize in his work.

The work in Evolution of Expression would ultimately develop all the powers required by these Sixteen Perfective Laws; but experience has taught that after the student has worked with the Steps of Evolution until he seems to be able to meet, to a reasonable degree, their requirements, he will make more rapid progress by working directly with the Perfective Laws. Among other good results, they at once point out to the student those steps of Evolution of Expression in which he is most deficient, and that it is impossible to work successfully in the Perfective Laws until he has attained to certain standards of excellence in the Evolution of Expression.

VI. Platform Art and Dramatic Interpretation

DEAN SOUTHWICK, MR. TRIPP, MR. KIDDER, MR. GILBERT, MR. POWERS, MR. TICKNOR, MR. ARMSTRONG, MR. GRILLEY, MR. KENNEY, MRS. SOUTHWICK, MISS BENFEY, MISS BURNETT, MISS BLALOCK, MISS GATCHELL, MISS NOYES

1. Application of the steps of the Evolution of Expression and the criteria of the Perfective Laws to dramatic forms. Drill work in the interpretation of the plays of "Julius Cæsar" and "The Merchant of Venice."

2. Interpretative study of "Hamlet" and "As You Like It." Presentation of scenes for criticism.

3. Preparation, rehearsal, and public presentation of the plays of "Hamlet," "Julius Cæsar," "The Merchant of Venice," or "As You Like It," during Commencement Week.

4. *Platform Art. Public Reading; Impersonation; the Reader's Technique; Music in Selections; Child Impersonation; Character Delineations; Scotch Dialect; Negro Dialect; Humorous Reading; Arrangement of Programmes; Interpretative Recitals; Dramatization of Novels; Choice, Abridgment, and Adaptation of Selections for Public Reading; Writing of Introductions; Original Work.

5. The Poetic Drama, — Goethe's "Faust," Browning's "The Return of the Druses;" Milton's "Comus," and other dramatic poetry.

6. Life Study, Impersonation, and Monologue; study of the artistic principles involved.

7. Interpretation and dramatic study of "King Lear," and "Twelfth Night," with preparation and presentation of scenes from these plays for criticism.

8. Presentation of scenes from Goldsmith's "She Stoops to Conquer" and Sheridan's "Rivals," with criticism and character analysis.

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*Course No. 4, "Platform Art," is given by a corps of distinguished specialists. All of them are widely known through their brilliant public work. Among these are artists of the very first rank.

9. * Practical Theatric Training. Study in Pantomimic Expression; correction of defects and mannerisms; conventional symbolism; presentation of pantomimes; study of emotions in their effect upon the voice; relation of voice to character impersonations; stage business; costume and make-up; stage management; rehearsals and performances. Dramatic Criticism. Study of the forms of dramatic art: Farce, Comedy, Burlesque, Melodrama, Tragedy; plot, character, incident, dénouement. The Technique of the Drama. Public presentation of several plays.

10. Series of Twenty-five Private and Individual Lessons by Members of the Faculty.

Of the above courses, the first three only are open to undergraduate students in the regular course, No. 1 being given four times a week during the second year, No. 2 being given six times a week during the third year, and No. 3 constituting an exercise, training, and opportunity for public appearance in a dignified and scholarly Shakespearian production by members of the Senior class.

The remaining seven courses are open only to students who, having already received from the Emerson College of Oratory a diploma of graduation, are enrolled in the Graduate Course as candidates for the special Artistic or Professional and Teacher's diplomas, offered to those who meet the requirements prescribed for this course; also to special students who have convinced the officers of the college of their ability and preparation for such advanced work by passing a rigid examination. No special student, however, can receive from the officers of the college any diploma or certificate.

Courses 5, 6, and 8 will be given once a week during the fourth year. Nos. 4 and 7 will be given twice each week during the fourth year. No. 9 will be given three times each week during the fourth year. No. 10 is not open to special students, and is available only to those holders of an Emerson College diploma of graduation who are applicants for the Artistic or Professional and Teacher's diplomas.

The study of the dramatic is given a prominent place in the work of the Emerson College of Oratory because of its eminent value as a means of personal culture; because it cultivates the imagination, which is the mother of all art; because it broadens the sympathy, which is the inspiration of all true teaching; because it nurtures that sense of beauty which rules the world.

The development of the dramatic element, and its place in education, together with its relation to character-building, are discussed, and plays are studied in their twofold relation as dramatic art and as literature.

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* Course No. 9, "Practical Theatric Training," will be given by four instructors, two of whom have had thorough schooling and the widest experience in the best of amateur dramatic enterprises. One has served an apprenticeship in the company of William H. Crane, and one under the management of the late Augustin Daly.

VII. English Literature

DEAN SOUTHWICK, PROFESSOR ROLFE, PROFESSOR WARD, MR. TOWERS, MR. TRIPP, MRS. SOUTHWICK, MISS CHAMBERLIN, MISS LAMPRELL

1. Literary study of the Bible.

2. The History of English Language and Literature.

3. What is Literature? The early formative elements: the Celtic, Teutonic, and Norman-French contributions; Chaucer, Spenser, Milton.

4. Literary criticism and interpretation. Poetry as a fine art; the elements of poetical expression; critical study of poems; ballad and lyric poetry; Burns, Scott, Wordsworth, Shelley, and Keats.

5. Eighteenth Century literature — Addison, Steele, DeFoe, Swift, Pope, Johnson, Goldsmith.

6. Victorian Prose. The English Novel from Dickens to Meredith; the Essay from Carlyle to Matthew Arnold.

7. History of the Drama. The Classical Drama; the early English dramatic forms: the Liturgical Plays; Miracle Plays and Mysteries; Moralities; the Elizabethan and Restoration Drama.

8. Shakespeare the Man. Poetic Diction; Classical Mythology.

9. A literary and critical study of Goethe's "Faust."

10. Browning, Tennyson, and the Pre-Raphaelite Poets, with special emphasis upon the choice, arrangement, and preparation of the Reader's Programmes.

11. Study of Dickens, with preparation of material for Dickens lectures, interpretative recitals, and readings.

12. Interpretative study of Epic, Lyric, and Dramatic poetry, with special reference to the needs of the public reader. Verse forms, tune, and rhythm.

13. Review of the "Required English" prescribed by the Committee of Ten, and adopted by the principal American colleges and universities as a test for entrance.

Of these courses, Nos. 2, 3, and 13 are given once a week during the first year; Nos. 4, 6, and 13 once a week during the second year; Nos. 5, 10, 11, and 13 once a week during the third year; Nos. 1, 7, 9, and 11 once a week during the fourth year; and No. 12 twice a week during the third year.

No. 8, given by Dr. William J. Rolfe, is open to all students, and consists of six lectures each year. The same lectures are not repeated in consecutive years.

Nos. 3, 4, and 5 are given by Professor Ward, No. 1 by Mr. Towers, Nos. 2 and 7 by Mr. Tripp, Nos. 6 and 10 by Miss Chamberlin, No. 9 by Miss Lamprell, No. 12 by Mrs. Southwick, No. 11 by Dean Southwick. In these courses a syllabus and written tests are employed, as in university methods.

No. 13—a required course for all Freshmen, Juniors, and Seniors, except College and Normal School graduates—is given by Dean Southwick.

The studies of this department are conducted in a way to develop the pupil's power of adequate self-expression, to give him an acquaintance with the masterpieces of English literature, to lead him to independence in literary judgment, to prepare him for the higher order of interpretative and artistic presentation.

The pupils will be required to do assigned reading and to prepare themes. The professors and instructors will hold themselves ready to give special advice to individual students with regard to books, reading, and research.

VIII. Rhetoric and Composition

MR. PAUL

1. Lectures upon the principles of English composition, with blackboard outlines and diagrams; bearings of these principles upon the study of oratory; explanations of illustrations from literature; writing of weekly exercises or themes; explanations and class discussions of the corrected written work.

2. More detailed study of important forms of English prose composition. Lectures upon the principles involved; illustrations from literature; writing of stories, anecdotes, character sketches, dialogues, briefs, arguments, etc.; explanations and class discussions of the corrected written work.

Of the above courses, No. 1 is given twice a week during the first year; No. 2 is given once a week during the second year.

IX. Physical Culture

PRESIDENT EMERSON, MR. ALDEN, M. RONDELLE MRS. EMERSON, MISS BLALOCK, MISS DE LANO

1. Expressive Physical Culture. Lectures upon the anatomical basis for physical culture; physiological and psychological laws to be obeyed in bodily education; physical training in its relation to health and beauty; psycho-physical culture.

2. Exercises for poise, presence, and bearing, for grace and ease of manner, for the vital organs, for strengthening the centres while freeing the surfaces, for respiration; harmonic movements; marching.

3. Measurements; chest development; breathing exercises; personal hygiene. Exercises, and their effect upon the circulation of the blood and the nervous system.

4. The Four Divisions of the Emerson Exercises in their relation to unity and expression. Ease in force; theory and practice; exercises for the vital organs.

5. Normal work. The Medical phase of physical training. Natural therapeutics; prescription of exercises. Squad and company formation; marching evolutions in accordance with United States Infantry tactics.

6. Advanced Physical Education. Personal Hygiene; including health as a problem in vital economics; changes in the organism due to evolution and civilization, and the health problems arising therefrom; conditions necessary to the perfect state of the body and the activity of its various functions; causes of weakness, injury, degeneration, and disease; improvement of health and prevention of disease by hygienic means. School Hygiene; embracing physical organism of child; laws of heredity, growth, and development; school environment in relation to conditions favorable to health; prevention of disease and deformity by hygienic surroundings. Adaptation of gymnastic exercises to the different grades; supervision of recess activities and regulation of athletics; application of these principles in the special education of abnormal and deficient children.

7. Progressive work on balance beams; Indian clubs; dumb-bells; wands; light gymnastics; games; æsthetic dancing; belle cycle; basket-ball.*

8. Fencing.

Of these courses, No. 1 is given in lectures throughout the three years; No. 2 is given with music in the daily work of the school during the whole course; No. 3 is given once a week during the first year; No. 4, once a week during the second year; No. 5, once a week during the third year; No. 6 is given once a week during the third and fourth years; No. 7, twice a week during the third year and once a week during the fourth year; No. 8, once a week during the fourth year.

*In this course, thorough scientific training will be given, fitting students to present the work in normal and high school gymnasiums. Physical examination records will be taken in order that exercises may be prescribed for the needs of each student. Gymnasium suits and shoes will be required; to secure uniformity these may be ordered at the college, where they will be furnished of the best texture and at cost.

X. Anatomy, Physiology, and Hygiene

MR. ALDEN, MISS FOGLER

1. The Animal Cell and its functions; the Elementary Tissues; the Skeleton and its Articulations; the Muscular System; the Viscera; the Circulatory System; Lymphatics; the Blood, Food, Digestion, Metabolism, and Respiration.

2. Animal heat; Excretion; the Nervous System; the Senses.

3. Applied anatomy and physiology as related to Physical Training.

4. Natural Therapeutics.

Course No. 1 will be given once a week during the first year; Course No. 2, once a week during the second year; Course No. 3, once a week during the third year; and Course No. 4, once a week during the fourth year. In all these courses use will be made of anatomical charts, diagrams, the skeleton, manikin, blackboard drawings, and the microscope. Anatomy and physiology will essentially and definitely be related to Physical Culture.

XI. Vocal Physiology and Acoustics

MR. KIDDER

1. Acoustics. Lectures upon the science of sounds in Language. Anatomy and physiology of the vocal organs. Study of the signs and symbols of Bell's Method of Visible Speech, the mechanical basis for accurate pronunciation in all languages. Diacritical Marks.

2. Analytic study of English pronunciation and enunciation by the aid of Visible Speech. How to deal with vocal defects, peculiarities, and impediments in speech. How deaf-mutes may be taught to speak. Application of the art of Visible Speech to the pronunciation of Foreign languages.

Of the above courses, No. 1 is given once a week during the first year; No. 2, once a week during the second year.

Bell's Method of Visible Speech is the only sure method by which perfect articulation can be obtained. It teaches the science of sound in language, and gives the mechanical basis for pronunciation in all languages. It assists in removing any peculiarities or impediments in the speech, and also is invaluable for the instruction of deaf-mutes.

Persons who suffer from stammering, stuttering, lisping, and other defects of speech will be received for instruction at any time.

XII. Psychology and Philosophy

PRESIDENT EMERSON, MR. TOWERS

1. Psychology.*

2. Outline History of Philosophy. †

3. Series of Lectures upon the New Philosophy of Education in Oratory. §

Of the above courses, No. 1 is given once a week during the third year by Mr. Towers to the students of the Senior and Junior classes; No. 2 is given once a week during the fourth year by Mr. Towers; No. 3 is given by the President once a week during the third year.

* This course aims at giving the student a good elementary knowledge of empirical psychology from a thoroughly modern point of view. In the exposition of the subject the natural order of psychological development is followed, the various elements of the mental process being simply described and explained; and their relation to each other and function in the formation and growth of consciousness are shown. The psychological method pursued is that advocated and made use of by such living representative psychologists as James, Münsterberg, Stout, and others.

† This course is given in the form of lectures, a small text-book containing an outline of the work being used by the class. The object is to explain the nature of philosophy and show its place in the development of human life. Beginning with the thought movements which had their origin in the intellectual life of ancient Greece, the history of the formation, growth, and transformation of some of the leading ideas and philosophical conceptions of the world are traced and their influence upon our modern intellectual life is indicated. No previous training in philosophy is necessary for this course.

§ The philosophy of oratory is found in the philosophy of human life. All the psychical powers of man seek expression through his physical agents. The study and classification of these agents, and of the laws which govern their action in the manifestation of the activities of the soul, is the philosophy of expression. The system formulated by Delsarte is taught, with the more recent discoveries made by President Emerson.

XIII. Pedagogy

MISS SMITH

1. History of Education. Educational theories and systems from antiquity to the present day; the principal educators of each period; the influence of social and political conditions on education; educational aims and values; themes.

2. School Management. Conducting the recitation; discipline; class methods; correlation of studies; school visitation; reports and discussions; themes.

3. * Normal course; practice in teaching and school management; practical class work conducted by Seniors under direction of the instructor.

Of the above courses, No. 1 is given once a week during the fourth year; No. 2, once a week during the third year; No. 3, twice a week during the third year.

* In this department each Senior is required to deliver lectures and to conduct the class.

XIV. Music

MR. KENNEY, MRS. HOLT

1. Musical Form. The work of the great Composers; History of Music; development of the Oratorio, Opera, and modern Art Song; Sacred Music; the Cantata and Anthem.

2. Time and Tune. Sight-singing; Principles to be followed in the Teaching of Vocal Music in Schools; Practice.

Of the above courses, No. 1, which in its treatment is thoroughly practical rather than theoretical merely, is given by Mr. Kenney once a week during the fourth year; No. 2, once a week during the first and second years, by Mrs. Holt.

Course No 2 (identical with Course 3, "Voice Culture") consists of a series of lessons and practice exemplifying Professor Holt's original method of teaching tune and time as based entirely upon mind action. This course includes, 1st, the development of tone perception; 2d, the naming of the relative pitch and length of sounds as mental objects; 3d, the acquisition of that conception of the relative pitch and length of sounds which must precede correct utterance, and should precede all representation. This enables the pupil to grasp mentally the character of each sound by itself and in its relation to the whole number of sounds, thus aiding him to express in tone the impressions made upon the mind.

XV. Art and Æsthetic Culture

MISS BLALOCK

The History and Philosophy of Art and its Evolution. Oratory as an art; Literature as an art; Art Criticism; Manners; Æsthetic Culture. Egyptian, Grecian, Roman, Byzantine, Romanesque, and Gothic Architecture and Sculpture; Florentine Painters; Essential Characteristics of Painting, — form, color, light, and shade.

This course is given in the form of lectures, some of which are illustrated by the stereopticon; also in class instruction once a week during the fourth year. Reference is also made to accessible text-books and to the collections in the Museum of Fine Arts.

The study of æsthetic culture includes the science of the beautiful in nature and art, and the philosophy of taste, and their application to habitual manners and the arts of expression.

Art criticism, including all the fundamental laws of art and their special application to statuary, the model being the Greek, is used to illustrate and enforce the principles of æsthetics.

XVI. Life and Personal Development

The course entitled "Life and Personal Development" is not given by any one lecturer, but is presented in the teaching and ideals of the college; in the lectures and instruction of the President; in Opening Day and Commencement Addresses; and in the incidental lectures and addresses upon the deeper problems and ends of life and the ideals of education from such eminent reformers, orators, scholars, artists, and educators as Mr. Mozoomdar, Dr. Daniel Dorchester, Jr., Mrs. Mary A. Livermore, Rev. I. J. Lansing, Rev. Dr. L. A. Banks, Mme. Modjeska, Rev. A. E. Winship, Rt. Rev. B. B. Ussher, D.D., Rev. J. J. Lewis, Edna Dean Proctor, Pres. Elmer H. Capen, LL.D., Dr. Wm. A. Mowry, Gov. Elisha Dyer, Mr. Elbert Hubbard, Mrs. Ormiston Chant, Rev. George L. Perin, D.D., Mrs. Katharine Lente Stevenson, Prof. Edward Howard Griggs, and others who have addressed the students during the past few years.

The work of great orators and artists is of itself a liberal education. It provides the student with ideals, and is thus a source of inspiration.

Graduate Department

GRADUATES of the Emerson College of Oratory are offered a complete course of sixteen periods per week of new and advanced work not previously given at the college, and, in addition, four periods of elective review work.

Students who have received the diploma of graduation from the three years' course may enter the new Graduate Department, and, upon completion of its courses, and upon the test of final examination, will receive the Artistic Diploma, or the Professional and Teacher's Diploma.

Sixteen periods per week of new work prescribed for the courses entered upon, and also four periods of elective review work will be required of candidates for either of these diplomas. No student can receive in the same year an Artistic Diploma with the Professional and Teacher's Diploma, as the selection of prescribed studies is so different as to make it impossible for the student to cover both courses in one and the same season.

Each member of the Graduate Class will be expected to devote two hours per week to private instruction to members of the Freshman Class.

It will be observed that a course of twenty-five private and individual lessons is given to each member of the Graduate Class who is a candidate for the Artistic or the Professional and Teacher's diploma, and that the regular scholastic year has been lengthened to twenty-eight weeks of work.

Tabulated Views of Groups, Courses, and Periods Required for the Two Graduate Courses

PROFESSIONAL AND TEACHER'S

Group	Course	Subject	No. of Periods
I.	1	History of Oratory	1
I.	2	Pulpit Oratory	1
VI.	5	Poetic Drama	1
VI.	7	"King Lear"	1
VI.	10	Private Lesson	1
VII.	1	Study of Bible	1
VII.	7	History of Drama	1
VII.	9	Goethe's "Faust"	1
VII.	11	Study of Dickens	1
IX.	6	Personal and School Hygiene	1
IX.	7	Advanced Physical Training	1
X.	4	Natural Therapeutics	1
XII.	2	History of Philosophy	1
XIII.	1	History of Education	1
XIV.	1	Musical Form	1
XV.	1	History of Art	1
			16
Four Periods of Elective Review Work			4
			20

ARTISTIC

Group	Course	Subject	No. of Periods
I.	2	Pulpit Oratory	1
VI.	4	Platform Art	2
VI.	6	Impersonation	1
VI.	7	"King Lear," and "Twelfth Night"	2
VI.	8	Old English Comedy	1
VI.	9	Theatrical Training	3
VI.	10	Private Lesson	1
VII.	7	History of Drama	1
VII.	11	Study of Dickens	1
IX.	8	Fencing	1
XIV.	1	Musical Form	1
XV.	1	History of Art	1
			16
Four Periods of Elective Review Work			4
			20

Summer Sessions

BOSTON
FOUR WEEKS, BEGINNING JULY 8

COTTAGE CITY, MASS.
FOUR WEEKS, BEGINNING JULY 8

CHARLOTTESVILLE, VA.
FOUR WEEKS, BEGINNING JUNE 23

DEAN SOUTHWICK, MR. TRIPP, MR. KIDDER, MRS. SOUTHWICK, MISS SMITH, MISS GATCHELL

THE object of the summer sessions is to give an opportunity to professors, students, and teachers in public schools to become familiar with the principles of voice culture, gesture, and analysis as taught in this college. It affords teachers of elocution an opportunity for the discussion of subjects of interest to them, while ministers and all professional students gain much in knowledge of the powerful and effective use of the voice.

Credit for work done in the summer sessions will be allowed to students who enter the regular courses of the college.

Advanced classes will be organized, and studies so arranged that those who attend during successive summers may follow progressive courses and enter upon new work from year to year.

The session at Cottage City, Mass., will be held in connection with the famous Martha's Vineyard Summer Institute, and pupils desiring to enter any of the departments of the Institute or the School of Methods can make arrangements to do so. Students will have the privilege of four weeks of study and rest at one of the most popular, delightful, and inexpensive watering-places of America. The sea-

bathing at Martha's Vineyard is safe and comfortable at all hours; its facilities for rowing, fishing, and yachting are of the best.

The Southern session will be held under the auspices of the Virginia Summer School of Methods, at Charlottesville, Va. Pupils will have the advantage of connection with a finely equipped summer school devoted to instruction in language, literature, the sciences, and the arts. Romantically located among the hills of Virginia, the country surrounding Charlottesville is as rich in historic interest as in natural beauty. Here is situated the University of Virginia, and here is far-famed Monticello, the home of Jefferson. Excursions may be taken to Luray Caverns, Natural Bridge, and to many of the battle-fields of the Civil War.

For further information respecting the summer sessions, address the Dean.

The Saturday Course

IN addition to the regular work upon Saturdays, special classes are arranged for those who cannot attend the college on other days. The course includes training for the voice and body, the principles of reading and delivery, and methods of teaching. Work is given for clergymen, lawyers, and teachers. There is also a special Children's class, on Saturdays.

Evening Classes

Evening classes in Vocal and Physical Training, Reading, Oratory, Extemporaneous Speaking, and Shakespeare will be organized November 1. Courses will be progressive, and credit for work accomplished will be given members who enter the regular college course.

Instruction

Class

WHILE in music and many other studies private teaching obtains the best results, in the study of oratory many years of experience have demonstrated that much better and more rapid results are obtained in class than in private instruction. Oratory is essentially a social matter, and can never be acquired in solitude.

All the drill work of the college is given in small classes, so that, notwithstanding the size of the institution, such is the number of its instructors and class-rooms, and such is the arrangement of its courses, that each student has the benefit of as much individual attention as could be afforded by a small school of inferior equipment, and, moreover, enjoys the advantage of work with the large staff of able specialists. All have the benefit of what each is doing, and in many exercises all can engage at the same time.

Written examinations and other tests of proficiency will be given in all subjects at the end of each year, and, in most departments, during each term.

Private

Each member of the Freshman Class, however, and each member of the Graduate Class who is a candidate for a diploma, will receive, in addition to class instruction, a course of twenty-five private and individual lessons. This special and personal teaching is not extra, but is included in the tuition of the courses. Thus the students have all the advantages of both class and private instruction. All have the daily attention of the President and assistant teachers.

Recitals

RECITALS are held regularly every week during the first year, the students of the Freshman Class reciting from their repertoire before their classmates. This work is in charge of the Faculty, and is designed to test the progress of the student in the regular class-work and to afford additional opportunities for platform practice. During the Senior year selected scenes are given from the plays of "Hamlet" and "As You Like It," before members of the Faculty. The annual public presentation of one or more plays affords special training and further advantages for many students.

The Saturday Programme

A course of Saturday lectures will be given by the President and other well-known lecturers.

Members of the Graduate Class who are candidates for either diploma will have the privilege of frequent appearances before large audiences in the Saturday Recitals. The programmes of this course will consist of addresses, debates, and discussions, the presentation of plays and of scenes from the plays of Shakespeare, the old comedies, and the modern dramatists, and the interpretation of masterpieces in prose and verse. To this course the patrons and friends of the college are cordially invited.

The various literary societies in connection with the college, together with the constant demand for readers in the city and vicinity, give opportunities for practice to properly qualified students.

Societies

THE Emerson College Alumni Association, formed in 1889, holds annual meetings, and has already laid the foundation of a building-fund, secured the publication of the magazine, and its members have in various ways helped to extend the influence of their Alma Mater.

The Southwick Literary Society, organized for the discussion of educational topics, the presentation of art recitals, and the promotion of helpful social relations, has had many years of useful existence. Through the efforts of this organization the College Library has been established.

The Emerson Debating Club is an active and strong organization, and is doing effective work. The discipline gained in its various forms of activity has been in educational value second only to the regular work of the college.

Teachers and Readers

EMERSON COLLEGE graduates are teaching in leading institutions in all parts of the United States and in Canada, and a number even larger are engaged in successful and remunerative private work. Officers of colleges and schools desiring teachers are invited to visit the institution and to inspect the work of the classes, or to correspond with the Dean. Such inquiries will receive most careful attention.

Graduates are very prominent before the public as readers, and have been given leading places in the companies under the management of the entertainment bureaus.

Managers of lyceums, concerts, and lectures may secure the services of readers on application to the Dean.

The Emerson College Magazine

THE Emerson College Magazine is issued by the Magazine Association. Its general purpose is to raise the standard of instruction in oratory throughout the country by bringing it into line with the most approved pedagogical methods. It also aims to elevate the literary character of the reading-platform, so that recitals shall become recognized as a vital interpretation of our best English and American authors. It publishes contributions from teachers, authors, graduates, and friends of the institution; criticisms of standard and current literature, especially that suitable for platform work; and news of interest in and about the college. Seven numbers are issued during each scholastic year.

Libraries

THE Emerson College has an excellent reference library. The students have access, free of charge, to the Boston Public Library, containing nearly 600,000 volumes. On certain days of each week the Boston Art Museum is free. This contains a large number of rare and beautiful works of art by the great masters of sculpture and painting, and has a department of archæology and antiquities which has but few equals. The advantages afforded to sojourners in Boston in the form of lectures and art exhibitions are well known. All the great artists of America, and those who visit this country from Europe, are every winter to be seen and heard in this city.

Requirements for Admission

APPLICANTS for admission to the college are required to present two or more testimonials of good moral character from persons of recognized standing. Applicants for the regular course must have had a high-school course or its equivalent before being classed as regular members of the graduating classes. They must present certificates of scholarship and standing from the schools most recently attended. In cases where the certificate is not presented, or is not conclusive evidence that the candidate has attained the standard prescribed, an entrance examination will be required.

Should the applicant be unable to present the required certificate or to pass a satisfactory examination, he may, nevertheless, at the discretion of the officers of the college, be admitted to the regular classes as a probationary student, on the condition that his deficiencies be made up by extra study. In this case he may continue in the work of the class during the first year of the course, if for physical or other sufficient reasons his progress in the work of making up deficiencies has been unavoidably delayed. Under no circumstances, however, will a student whose entrance requirements have not been made up be permitted to receive a diploma.

Deficiencies in preparatory work may be made up under skilled instructors at reasonable rates, while the student is pursuing the regular courses of the college.

Advanced Standing

Graduates of colleges of recognized standing may be given credit for work previously accomplished, and thus be enabled to complete the work of the three years in less time.

Graduates of other schools of expression, and students who have pursued advanced courses in oratory and elocution, may,

upon presentation of certificates showing proficiency in work done, and upon the further test of a rigid examination, be accorded advanced standing.

Special Students

Applicants who, instead of taking the regular prescribed course for graduation, desire to pursue elective studies as "special students" will be required to give evidence satisfactory to the Faculty that they are qualified to sustain themselves in the classes which they desire to enter, and that they have attained a grade of scholarship distinctly higher than the average standing of the regular students in those classes. No diploma or certificate will be given to any student who has not taken the regular course of the college. Special students are under the charge of a committee of the Faculty, and are subject to all the regulations of the college.

Diplomas

STUDENTS who have completed the full course of three years, embracing all the studies of the sixteen groups, including a minimum of twelve hundred periods, and have passed satisfactory examinations, will receive the Diploma of Graduation.

All graduates of the Emerson College of Oratory who become regular members of the Graduate Class, and who complete a minimum of four hundred periods of required and elective work and pass satisfactory examinations, will receive a Professional and Teacher's, or an Artistic Diploma, according to the course completed.

Regulations

THE regulations are few and fundamental. A definite educational purpose on the part of all students is assumed. The college traditions stand for moral responsibility and earnest co-operation. No student will be received who fails to submit satisfactory letters certifying to his moral character. Any student who neglects the work of his class, or shows that he has no proper appreciation of his opportunities, or whose presence and influence are harmful to the institution, may be excluded at any time from the work of the college. In case of required withdrawal, no money will be refunded.

Both regular and special students are under charge of a Committee of the Faculty. Each student is under the particular supervision of a member of this Committee, who acts as his adviser. All students while pursuing courses at the institution are required to comply with such fundamental rules for their government as may be prescribed by the Officers of Supervision.

Every Freshman and special student, upon entering, is required to register, and is placed under the special charge of a Committee of the Faculty, each member of which acts as Adviser to a certain portion of the class. Each special student is required to submit his choice of studies to his Adviser, under whose general supervision his work is to be carried on.

After registration, which is required of *all* students at the beginning of each scholastic year, each student must submit his registration slip to the Treasurer and pay his tuition, or give satisfactory security for the payment of his term dues. He will then receive a card admitting him to a given course. Students will not receive instruction until they have secured these cards. No money will be refunded except in cases of protracted illness.

Conferences between the Dean and representatives chosen by the several classes will be arranged each term, in order that matters of interest to the classes may be brought formally or informally before the officers of the college for consideration, and the heartiest co-operation secured between the student body and the Faculty.

Presence at morning chapel exercises is required of all students in the regular course.

Students are required to be prompt and regular in their attendance upon all classes in the courses upon which they have entered. Absence from class must be satisfactorily explained to the teacher in charge. A record of attendance will be kept, and lost lessons must be made up. It is hoped that parents and guardians will concur with the Faculty in their opinion of the inexpediency of granting leave of absence in ordinary cases.

All matters of college business must be arranged at the office and not with teachers.

The Medical Adviser will reserve certain hours each day for students who may desire to consult with him.

Patrons and friends of the school are cordially welcomed. They must register at the office, however, before being admitted into the classes. Students are not permitted to take visitors into classes and recitations, but are required in all cases to introduce them at the office, whence they will be conducted to classes, and be shown every courtesy.

Cost of Instruction

THE scholastic year is divided into two terms of fourteen weeks each.

For each term of attendance during the Three Years' course,	$75
For each term of attendance during the Graduate course,	50
For pupils on Saturdays only, per term,	25
Children's class, per term,	15
Course of twenty lessons in evening class,	10
Diploma and graduation fee,	5
Entrance examination fee,	2

Tuition must be paid in advance.

Students enrolled in the Freshman class at the time of the issuance of the catalogue of February 1, 1901, will be allowed to complete their courses up to graduation in May, 1903, at the rate under which they entered; viz., one hundred and thirty-five dollars per year.

A course of twenty-five private and individual lessons — twelve in the first term and thirteen in the second term — will be given without extra charge to each regular member of the Freshman class in addition to this class instruction. No member, however, can receive any private instruction unless his term bills have been paid. Weekly private lessons lost through delay in the payment of tuition, sickness or absence of the pupil will not be made up.

Graduate students will have the benefit of the added length of the scholastic year, and of sixteen periods weekly of new

and advanced work, and four periods of elective review work. They will also be required to give two hours per week of private instruction, and will receive from members of the Faculty twelve private lessons during the first term, and thirteen during the second term. No lesson lost through non-payment of the term tuition, absence, or failure to keep appointment will be made up.

Tuition for pupils on Saturdays only, if paid in advance for the scholastic year, will be forty dollars.

There are no fees but those mentioned in "Cost of Instruction." All books and stationery may be purchased at the college.

Cost of Living

ROOM and board can be obtained in approved boarding-houses or families at prices varying from five to eight dollars a week. If two students room together, the average expense is much lessened. The officers of the college will advise and assist students in securing suitable rooms and boarding-places, and those who desire it will be met at the station upon their arrival in Boston.

The chief annual expenses of an undergraduate student not residing at home will be about as follows: —

For tuition,	$150
Room and board,	$150 to 200
Text-books, stationery, etc., about	10

Location

THE college is located at the new Chickering Hall, one of the handsomest and best appointed of Boston's new buildings. Situated on Huntington Avenue, near the corner of Massachusetts Avenue, it is easily accessible from all railroads leading into the city, and cars to all points pass close to its doors. Within five minutes' walk of the Fens, within eight minutes of the Public Library and the Museum of Fine Arts, and close beside the new Symphony Hall and the beautiful new hall of the Horticultural Society, the college home is in the artistic and literary centre of Boston.

The college opens each morning, during five days of every week in the scholastic year, at 9 A.M.

The Dean will be at the office of the college between 2 P.M. and 3 P.M. every day, beginning October 1.

For circular or further information, address

HENRY LAWRENCE SOUTHWICK, Dean.

CALENDAR

For 1902 and 1903

Registration Day

Monday, Oct. 6, 1902.

First Term

Opens Tuesday, Oct. 7, 1902; Autumn Recess, from Dec. 19, 1902, to Jan. 6, 1903; First Term closes Jan. 24, 1903.

Second Term

Opens Tuesday, Jan. 27, 1903; Spring Recess, from March 6, 1903, to March 17, 1903; Second Term closes May 8, 1903.

Summer Session

At Staunton, Va., opens June 23, 1902; closes July 18, 1902.
At Boston, Mass., opens July 8, 1902; closes Aug. 2, 1902.
At Cottage City, Mass., opens July 8, 1902; closes Aug. 2, 1902.

Students for 1901-1902*

GRADUATE CLASS

Arnberg, Christine
Wheeling, W. Va.

Bacon, Gracia E.
Somerville, Mass.

Bargar, Margaret Elizabeth
Uhrichsville, O.

Bradstreet, Lydia Emerson
Boston, Mass.

Brodrick, Elsie Mabel
Waltham, Mass.

Burnham, Robert Howes
Boston, Mass.

Church, Wilda Wilson
Boston, Mass.

Ellis, Marion de C.
Worcester, Mass.

Foland, Elbert Eugene
Canastota, N. Y.

Hill, Mary Katharine
Randolph, Mass.

Jones, Eleanor Moore
Newburyport, Mass.

Jones, Lottie Augusta
Milford, Mass.

Jump, Adelaide Barrett
Boston, Mass.

Keating, Blanche Louise
Wheeling, W. Va.

Kidder, Theresa L.
Arlington, Mass.

Marsh, Linda Belle
Dexter, Me.

Pecker, Edith Guilford Lombard
Boston, Mass.

Phillips, Ada M.
Boston, Mass.

Puffer, Priscilla Caroline
West Somerville, Mass.

Robinson, Emily
Malden, Mass.

Roes, Addie E.
Bridgton, Me.

Sawyer, Mabel Gertrude
Steep Falls, Me.

Skuse, Keene E.
Geneva, N. Y.

Swain, Eleanor L.
Waltham, Mass.

Tatem, M. Eden
Putnam, Conn.

Thayer, Carrie Deane
Cochituate, Mass.

Thomas, Evalena
Camden Point, Mo.

Troxell, Mayme B.
Greenville, O.

Wilson, Mabel
Dallas, Tex.

Wilson, Matilda Chase
Chicago, Ill.

*No record whatever is kept of private pupils.

SENIOR CLASS

Acheson, Nellie Brewer
Fresno, Cal.

Alden, Clara Lord
Akron, O.

Alderson, Laura Anne
Nashville, Tenn.

Barker, Nellie M.
Rockland, Me.

Belden, Laura Marion
Penn Yan, N. Y.

Bell, George V.
Salem, Mass.

Bettys, Bertha Mae
Rochester, N. Y.

Bradstreet, Saide W.
Boston, Mass.

Brigham, Joseph Webb
Dorchester, Mass.

Brooks, Harriet Irving
Providence, R. I.

Brown, Lila Nina
Willoughby, O.

Brownell, Alice
Denver, Col.

Brownell, Ethel Clariet
Olneyville, R. I.

Canniff, Florence L.
Verona, N. J.

Carpenter, Annie Lauryette
North Reading, Mass.

Carter, Blanche Newell
Norwood, Mass.

Chase, Amber Mary
Haverhill, Mass.

Clements, Lillian Woodman
Winterport, Me.

Cloud, Mary Elizabeth
Linnwood, Pa.

Cobban, Lillian Livingstone
Dalton, Mass.

Correll, Grace Violet
Orange, N. J.

Day, Harriet Almeda
Hornellsville, N. Y.

Decker, Edith L.
Towanda, Pa.

Dietrich, Lena
Waterbury, Conn.

Donley, Anna Crawford
Providence, R. I.

Early, Mary Alice
Newton Lower Falls, Mass.

English, Esther Elizabeth
Pictou, N. S.

Evarts, Lottie Mary
Roxbury, Mass.

Eves, Louise Masters
Millville, Pa.

Farrar, Flora A.
Waterville, Me.

Fischer, Edna Salome
Cambridge, Mass.

Fogler, Grace E.
Boston, Mass.

Germonde, Maudelle M.
Delaware, O.

Green, Annie Morse
East Boston, Mass.

Hall, Anna Leona
Cincinnati, O.

Hammond, Helen Leda
Ellenburg Depot, N. Y.

Hammond, Newton B.
Rochester, N. Y.

Harkins, Gertrude Marie
Brookline, Mass.

Harriman, Bertha Mae
Fryeburg, Me.

Heath, Frances Anna
Beaver, Pa.

Hodsdon, Mary Ellene
Centre Ossipee, N. H.

Howland, Mary Beulah
New Bedford, Mass.

Hunter, Julia E.
West Brooklyn, N. Y.

Irvine, Louise Adelaide
Everett, Mass.

Johnson, Carolyn Reed
Rochester, N. Y.

Johnson, F. Maude
Waltham, Mass.

Jones, Minnie
Indiana, Pa.

Kay, Bertha Loleta
Salem, Ore.

Keay, Ann
New Glasgow, N. S.

Kellett, Mary Genevieve
Butte, Mont.

Kelsey, Lucile F.
Clinton, Conn.

Killam, Estelle M.
Yarmouth, N. S.

Kirtland, Jean Villa
South Bethlehem, N. Y.

Light, Alexander Ohan
New Dorchester, Mass.

Lindsay, Agnes B.
Riverpoint, R. I.

Markel, Grace E.
Boston, Mass.

Marks, Beatrice
San Antonio, Tex.

Marshall, Edith Helen
Marlborough, Mass.

Merz, Annie May
Jamestown, N. Y.

Miller, Mabel Renfrew
Providence, R. I.

Millison, Mabel Clare
Wichita, Kan.

Mills, Eugenia Edgeworth
Greenville, S. C.

Mills, Katharine B.
Clifton Springs, N. Y.

Moore, Margery Jane
Kilgore, O.

Morris, Cora
Lowville, N. Y.

Nash, Luella May
Norwalk, O.

O'Grady, Katherine Louise
North Tonawanda, N. Y.

Olson, Ella Margaret
Sioux City, Ia.

Pease, Ruth Calla
Thomaston, Conn.

Pitman, Ethel Bennett
Somerville, Mass.

Randall, Julia Oakes
Port Jefferson, N. Y.

Richard, Lakin Hannibal
Lebanon, O.

Ripley, Stella Frances
Old Orchard, Me.

Root, Edgar Wilson
Logan, Pa.

Ross, Frances Allen
Honeoye Falls, N. Y.

Simpson, Mary Lee
Furman, Ala.

Smith, Caroline H.
Saegertown, Pa.

Stone, Clara Lewis
West Acton, Mass.

Strieby, Ilai M.
Williamsport, Pa.

Sturtevant, Abbie Barker
East Whitman, Mass.

Thomson, Mary Elizabeth
St. Mary's, Ontario

Tomlinson, Ethel M.
Buffalo, N. Y.

Towers, Frederica A. Welsford
Cambridge, Mass.

Varnum, Blanche Pearl
Manchester, N. H.

Vernon, Florence Eugenia
Madison, Wis.

Vivian, Viola
Calumet, Mich.

Whitney, Edwin Morse
Warsaw, N. Y.

JUNIOR CLASS

Anderson, Mary Louise
Berkeley, Cal.

Archibald, Lois Christina M.
Everett, Mass.

Auchinvole, Elsie
Buffalo, N. Y.

Bartlett, Bernice Esther
Cherryfield, Me.

Bates, Katharine Holland
Barre, Mass.

Baxter, Rebecca Melva
Boston, Mass.

Beaumont, Fannie
Mt. Alton, Pa.

Beckett, Grace Dodge
Salem, Mass.

Benson, Mary Abbie
Providence, R. I.

Binning, Nellie Almira
Watseka, Ill.

Bowker, May
Herrickville, Pa.

Brown, Katharine S.
Crawfordsville, Ind.

Browne, Lizzie E.
Jamaica Plain, Mass.

Cannell, Eva Jane
Cleveland, O.

Carman, Ernest Westervelt
Hancock, Ia.

Carrick, Helen Georgia
Millbank, S. D.

Carver, Amy Mildred
Pownal, P. E. I.

Chadwick, Lina Viola
Boston, Mass.

Chariton, Lena Belle
Chittenango, N. Y.

Churchill, Harold Giles
Endeavor, Wis.

Clapp, Marion Berkeley
North Scituate, Mass.

Connor, Elizabeth Mai
Waxahachie, Tex.

Coolidge, Blanche Erving
Sycamore, Ill.

Coons, Jennie Ruth
Dundee, N. Y.

Corliss, Ralph K.
Randolph, Mass.

Crooker, Alida Mason
Boston, Mass.

Cummins, Maud Braddock
So. Lancaster, Mass.

Darby, Alberta Thompson
Mt. Vernon, O.

Day, Blanche May
Johnstown, Pa.

Devine, Genevieve Margaret
Roxbury, Mass.

Dickinson, Lena Maria
Chicago, Ill.

Dinn, Katharine Frances
Roxbury, Mass.

Ely, Joetta Augusta
Williamsport, Pa.

Fiske, Maude Eliza
Danvers, Mass.

FitzGerald, Helen F.
Ogdensburg, N. Y.

Flood, Exerene Leonora
Waterville, Me.

Gudger, Emma Katherine
Asheville, N. C.

Hall, Ethel Mildred
Stoughton, Mass.

Hammond, Laura Estelle
Marion, Mass.

Hammond, Lynn B.
East Manchester, N. H.

Hartford, Edith Adella
Standish, Me.

Haskell, Mary Ella
Ulysses, Pa.

Hellings, Edna G.
Bellefontaine, O.

Hemberson, Sophia Christine
Red Wing, Minn.

Henderson, Rose Neel
Wyncote, Pa.

Hill, Jennie Mildred
Kennebunkport, Me.

Holahan, Clara Alceste
Driftwood, Pa.

Jackson, Edith Grace
Minneapolis, Minn.

Jaynes, Florence Inez
Spencer, Mass.

Johnson, Mabel L.
East Milton, Mass.

Jones, Sara Margaret
Indiana, Pa.

Josselyn, Sara Webb
West Somerville, Mass.

Keenan, Ethel
Potsdam, N. Y.

Kellogg, Gertrude
Sioux City, Ia.

Kendall, Clyda Euleon
Enosburg Falls, Vt.

Kirwin, Dora Louise
Bridgton, Me.

Koch, Frederick Henry
Peoria, Ill.

Layman, Ida Florence
Toledo, O.

Lemen, Ethel Goffe
Council Bluffs, Ia.

Lyon, Caroline Messinger
Melrose Highlands, Mass.

Mack, F. Elizabeth
Windsor, Conn.

MacClellan, Thelma
Boston, Mass.

McClintic, Olive Leaman
Groesbeeck, Tex.

McLain, Alyda Davis
Pittsburg, Pa.

MacPherson, Jeannette M.
Boston, Mass.

MaHar, Violet Martina
Rockland, Mass.

Mallory, Irene Victoria
Brockville, Ontario

Matthews, Arrilla B.
Asbury Park, N. J.

Maxon, Rachel Patti
Brooklyn, N. Y.

Miller, Daisy Delle
Brewton, Ala.

Miller, Mary Julia
Viroqua, Wis.

Morin, Mae Edna
New Lebanon, N. Y.

Newell, Carolyn Jane
Shelburne Falls, Mass.

Niemeyer, Louise Wilhelmina
Williamsport, Pa.

Nyberg, Beulah Mae
Harrisburg, Ill.

Palmer, Mary Ida
Carmel, N. Y.

Palmer, Myra Frances
Hartford, Conn.

Parks, Emily Corenne
Greenport, N. Y.

Pierce, Ellen L.
Rochester, Vt.

Powell, Clara Mae
Barton, Vt.

Rankin, Carrie Adela
Waukesha, Wis.

Richardson, Helena Maynard
Winthrop, Mass.

Sapp, Rosebud
Mt. Vernon, O.

Simmons, Mabel N.
Kingston, Mass.

Skilton, Mabel Irene
Waterbury, Conn.

Smith, Olivette Elinor
Haywood, Me.

Smith, Sidney Henry
London, England

Sprowls, Edna Lee
Canonsburg, Pa.

Steele, Louise Matilda
Kansas, Ill.

Stevens, Jessie Mattatal
Malden, Mass.

Thompson, Florence Nelson
Wareham, Mass.

Thompson, Lesslie
Brooklyn, N. Y.

Ward, Leota Pope
Mt. Vernon, Ill.

Weed, Flora Evelyn
Veazie, Me.

Wheeler, Ethel C.
West Medford, Mass.

Whitmore, Bertha Nevada
North Cambridge, Mass.

Winter, Blanche
Grenada, Miss.

Wiswall, Helene Hardy
Marlboro, N. H.

Yarnell, Jessie
Los Angeles, Cal.

Young, Elizabeth Mabel
Seaforth, Ontario

FRESHMAN CLASS

Allen, William Frederick, Jr.
Philadelphia, Pa.

Bailey, Clara Cook
Buffalo, N. Y.

Bard, Herbert Drakely
Meredith, N. H.

Barron, Mary Agnes
Nashua, N. H.

Barron, Maude Lane
Boston, Mass.

Baumgarten, Sophie
San Francisco, Cal.

Beals, Edward Elmer
Boston, Mass.

Bennett, Nina May
Ludlow, Mass.

Bickelhaupt, Calla Addie
Redwood, N. Y.

Bicksler, Irma
St. Louis, Mo.

Bigelow, Clara P.
Boston, Mass.

Blomberge, Matilda
Waltham, Mass.

Blossom, Marilee
Howell, Mich.

Bourne, Beatrice Marie
Milford, Mass.

Bradley, Annie Cutler
Stonington, Conn.

Bromley, Mae Hulett
Glencoe Mills, N. Y.

Burrill, Mary Powell
Washington, D. C.

Cameron, Vivian
East Hiram, Me.

Carpenter, Helen Hendry
Boston, Mass.

Cummings, Helen Elizabeth
Beachmont, Mass.

Davies, Mary Browne
Rutland, Vt.

Davis, Cora
Mt. Vernon, Ill.

De la Ronde, Ruby E.
Ottawa, Ontario

De Lima, Paul Barber
Syracuse, N. Y.

Eaton, Cora A.
Montowese, Conn.

Eldridge, Hilda Ophelia
Boston, Mass.

Freeman, Maude Harriette
Chicago, Ill.

Friendly, Sara C.
Brookline, Mass.

Gitchel, Alma
Neal, Mich.

Glover, Anna Julian
Denver, Col.

Gumpertz, Lizetta Julie
Syracuse, N. Y.

Hamlin, Florence Merchant
Detroit, Mich.

Harding, Paulina Charity
Cambridge, Mass.

Hart, Bertha May
Marlborough, N. H.

Hartle, Ottie Mae
Covington, O.

Hastings, Allie Marian
Cambridgeport, Mass.

Hastings, Everett Henry
Warwick, Mass.

Hatmaker, Marjorie Joy
Titusville, Pa.

Hilkey, John C.
Burlingame, Kan.

Holahan, Estelle Mae
Driftwood, Pa.

Holman, Bertha A.
Millville, Mass.

Hood, Beulah Rudd
Denver, Col.

Hooper, Elisha
Anaconda, B. C.

Hutchins, Marion
Boston, Mass.

Jackson, Lillian Fuller
Lynn, Mass.

Jones, Lotta Dunton
Bay View, Gloucester, Mass.

Keating, Monica
Milwaukee, Wis.

Kilpatrick, Judson
Mexia, Ala.

Kimble, Eleanor Sears
Honesdale, Pa.

Latham, Edith Mae
Pueblo, Col.

Lerner, Lillie Kunigunda
Charlestown, Mass.

Lindsey, Marguerite Walker
Cambridge, Mass.

Livingston, Lillian Belle
New York, N. Y.

Lockhart, Mary E.
Dorchester, N. B.

Lortcher, Jennie
Rochester, N. Y.

Low, Lucretia
Bangor, Me.

Ludington, Lilla Bell
Evansville, Wis.

Marshall, Lizzie G.
N. Anson, Me.

Mitchell, Norma S.
Russell House, Ottawa

Morton, Katharine Mary
Brockton, Mass.

Nelson, Dawn Willow
Houlton, Me.

Newman, Pauline
Louisville, Ky.

Nichols, Marion Augusta
Taunton, Mass.

Orth, Herman
Jamaica Plain, Mass.

O'Shea, Kathryn Alice Wilson
Malden, Mass.

Parker, Josephine Miriam
Cambridge, Mass.

Peale, Edna Harriett
Lynn, Mass.

Perkins, Charlotte E.
Brockton, Mass.

Poole, Ruth Edna
Brockton, Mass.

Pooler, Ethelle Mae
Dexter, Me.

Powell, Blanche B.
Cattaraugus, N. Y.

Provan, Harriet M. F.
Dorchester, Mass.

Ramage, Alberta Claire
Fairmont, W. Va.

Reeder, Ruth Gertrude
Montoursville, Pa.

Robison, Hortense
Painesville, O.

Rose, Emavieve
Washington, D. C.

Ross, Bertha Heloise
Roxbury, Mass.

Ross, Grace Armina
Delaware, O.

Rowe, Dora May
Kansas City, Mo.

Russell, Bernice Harriet
Winthrop, N. Y.

Rutherford, Florence Hannah
Laurelton, Pa.

Shellabarger, Clara Ethel
Moffat, Col.

Slater, Margaret Grainger
Olympia, Wash.

Smiley, Irene Walker
Lexington, Ky.

Smith, Myra Eliza
Boston, Mass.

Smith, S. Justina
Circleville, O.

Snyder, Mary Dee
Crawfordsville, Ind.

Speyerer, Anna Elizabeth
Rochester, Pa.

Sylvester, Helen Belle
Campello, Mass.

Tallmadge, Nellie Edna
Catskill, N. Y.

Thomas, Calvin Carroll
Wilmington, Del.

Thomas, Laura Elizabeth
Wilmington, Del.

Thompson, Shirley E.
Chicago, Ill.

Townsend, Mary Blanche
Chelsea, Vt.

Trask, Mabel Alice
Rutland, Vt.

Van Antwerp, Fanny St. Clair
Yankton, S. D.

Van Derzee, Blanche
Oneonta, N. Y.

Walker, Beatrice Robina
Quincy, Mass.

Ward, Hettie Belden
Newton Centre, Mass.

Woodhull, Abbie Florence
Bennington, Vt.

Wright, Edna Foy
Westminster Sta., Vt.

SPECIAL CLASS

Abbott, Dudley Chase
York, Me.

Averill, Marietta
Winona, Minn.

Baker, Agnes Winifred
Boston, Mass.

Bingham, Laura B.
Boston, Mass.

Bridgham, Ella S.
Machias, Me.

Brigham, Florence G.
Dorchester, Mass.

Burrage, Grace Lawrence
Leominster, Mass.

Carpenter, Arthur Eugene
Boston, Mass.

Carpenter, Bertha Eleanor
Lawrenceville, N. Y.

Clapp, Florence Alma
Leominster, Mass.

Cleveland, Elizabeth T.
Boston, Mass.

Cowell, H. E.
San Francisco, Cal.

Denison, Jessie Imogene
Mendota, Ill.

Denison, Margaret Edith
Mendota, Ill.

Dewey, Helen Pernal
Watertown, N. Y.

Eldridge, Bertha Renal
Boston, Mass.

Ellis, Mary F.
Framingham, Mass.

Elwell, Edith Euphemia
Allston, Mass.

Farley, Allie Bell
Spartansburg, Pa.

Fellner, Eugene
Boston, Mass.

Francis, Louisa McAllister
Newport, R. I.

Freeman, Lillie J.
San José, Cal.

Gray, Leona
Granville, N. Y.

Grilley, Harriette Allen
Dorchester, Mass.

Hall, Sara J.
South Lancaster, Mass.

Haller, E. Louise
San Francisco, Cal.

Harrison, Mally Meng
Paris, Ky.

Holdsworth, Medley T.
Lynn, Mass.

Hudson, Wylna Blanche
Boston, Mass.

King, Mabel L.
Waverly, N. Y.

Laird, George B.
Boston, Mass.

Lorimer, Albert William
Arlington Heights, Mass.

Low, Helena Montford
Jamaica Plain, Mass.

Luscomb, Fanny C.
Boston, Mass.

McDonald, Jerome, Jr.
Gloucester, Mass.

Mackintosh, Minnie Helen
Sharon, Mass.

Meehan, John
King's Wharf, Ontario

Milligan, Nina
Pittsburgh, Pa.

Moodie, James Francis
Chesterville, Canada

Nickerson, Emma Louise
Boston, Mass.

Nilsson, Marguerite
Sweden

Notman, Helen B.
Jamaica Plain, Mass.

Osborn, Charles French
Fall River, Mass.

Paull, Harriet Alice
Jamaica Plain, Mass.

Payne, Emma Gertrude
San José, Cal.

Poor, Mary Noyes
West Somerville, Mass.

Preston, Leona Pearl
Candor, N. Y.

Randall, Gertrude Blanchard
Chelsea, Mass.

Randle, Emma Dee
Whitewright, Tex.

Reeves, Mary Clyde
Whitewright, Tex.

Richardson, Alice M.
Boston, Mass.

Roblin, Dorothy Francelia
Buffalo, N. Y.

Rogers, Josephine Rand
Stanford, Cal.

Sanborn, Viola Adelaide
East Baldwin, Me.

Shellabarger, Mary Elizabeth
Moffat, Col.

Simpson, George Reginald
Winnipeg, Manitoba

Smith, Evelyn Whitney
New York, N. Y.

Smyth, Florence Evelyn
Matane, P. Q.

Sperry, Alfred T.
Minneapolis, Minn.

Tarr, Grace Osborne
Gloucester, Mass.

Terrill, Kate Robbins
Montpelier, Vt.

Torry, John B.
Boston, Mass.

Walsh, Marian Wright
Brookline, Mass.

Webb, Eva Grace
Youngstown, O.

Whittaker, Flora
Melrose, Mass.

Willman, G. Laurence
Cambridge, Mass.

Young, Lena F. B.
Ashland, Mass.

SATURDAY CLASS

Barnd, Della Pamelia
Melrose Highlands, Mass.

Carter, Royal Parkinson
Woburn, Mass.

Conant, Harold Sargent
Reading, Mass.

Furber, Edith Lillian
Newton, Mass.

Gleason, Albert A.
Boston, Mass.

Hall, William Edwin
Ridgway, Pa.

Lockhart, Martha
Cambridgeport, Mass.

Ripley, Helen Drew
Dorchester, Mass.

Smith, Emma
Boston, Mass.

Smith, Ida Bertina
Forest Hills, Mass.

Sullivan, Catherine T.
Boston, Mass.

CHILDREN'S CLASS

Blaisdell, Esther
Chelsea, Mass.

Carpenter, Ruby Lois
Boston, Mass.

Corcoran, Michael, Jr.
Cambridge, Mass.

Endicott, Lois Frances
Chelsea, Mass.

Gilman, Edna Alice
Malden, Mass.

Hodgdon, Christine Frances
Malden, Mass.

Hunnewell, Hazel
Chelsea, Mass.

Jeffery, Ellen A.
Wellington, Mass.

Knowlton, Hazel L.
Chelsea, Mass.

McCollom, Ruth D.
Cambridge, Mass.

MacDonald, Richard Henry
Boston, Mass.

Miller, Alton Lombard
Somerville, Mass.

Miller, Carl Wallace
Somerville, Mass.

Rhoades, Ethel Viola
Malden, Mass.

Smith, Margaret
Forest Hills, Mass.

Smith, Paul Emerson
Forest Hills, Mass.

EVENING CLASS

Armstrong, Mertie Ethel
Chelsea, Mass.

Barnard, Melville Clemens
Winthrop, Mass.

Bush, Andrew
Cambridge, Mass.

Cary, Ellen Elizabeth
Everett, Mass.

Crane, Mary F.
East Dedham, Mass.

Creswell, Catherine
South Boston, Mass.

Davidson, Alice
North Amherst, Mass.

Friedberg, Rose R.
Boston, Mass.

Lawson, James Oliver
Boston, Mass.

Luddington, Annie
Jamaica Plain, Mass.

Mason, Myrtie Evelyn
Boston, Mass.

McFarland, Viola Gertrude
Boston, Mass.

Mulholland, Thomas E.
Boston, Mass.

Pike, Alice Hall
Allston, Mass.

Taylor, Florence E.
Everett, Mass.

Walsh, Annie
Lynn, Mass.

SUMMER SCHOOL

AT BOSTON

Adams, May Belle
Ashburnham, Mass.

Alden, Mrs. Silas A.
Boston, Mass.

Alderson, Laura A.
Nashville, Tenn.

Baker, Agnes W.
Medford, Mass.

Baldwin, James H.
Dorchester, Mass.

Bargar, Margaret Elizabeth
Uhrichsville, O.

Barrett, Alice M.
Germantown, Pa.

Baum, Bertha A.
Wadley, Ga.

Bleyl, Esther
Gloversville, N. Y.

Bradstreet, Lydia Emerson
Boston, Mass.

Brady, M. Genevieve
Canning, N. S.

Burgess, Clinton B.
Boston, Mass.

Burnham, Robert Howes
Boston, Mass.

Carlin, Ella F.
Claremont, N. H.

Church, Wilda Wilson
Boston, Mass.

Clifford, Marie Sue
Union, S. C.

Clowe, Bertha Wyman
Hudson, N. Y.

*Collins, Mae
Hyde Park, Mass.

Fisher, Alice Louise
Kenduskeag, Me.

Fogler, Grace E.
Brookline, Mass.

Francis, Louise Mcallister
Boston, Mass.

Garrett, Florence Archer
Newton Centre, Mass.

Garver, Leonard
Boston, Mass.

George, Edna
Boston, Mass.

Gorham, Louise Agnes
Boston, Mass.

Hadcock, Edith Anna
Cambridge, Mass.

Haines, Ella R.
Rising Sun, Md.

Hardy, Angie Bertha
Somerville, Mass.

Hurst, Sallie Joe
Waynesboro, Ga.

Jones, Margaret Virginia
Wilmington, Del.

Lane, Etta Freeman
Plain City, O.

Lombard, Carrie Eva
Cambridge, Mass.

Mason, Martha D.
Roxbury, Mass.

McNair, Idus Lafayette
Waynesboro, Ga.

Marks, Beatrice
San Antonio, Tex.

Martin, Blanche C.
Auburndale, Mass.

Moody, Annetta Robinson
Boston, Mass.

Moore, Margery
Delaware, O.

Names, Mae Belle
Denver, Col.

Nilsson, Marguerite A.
Boston, Mass.

Ormsby, Jennie Ray
Fort Wayne, Ind.

Paul, Charles Wakefield
Jamaica Plain, Mass.

Richardson, Winifred A.
Torrington, Conn.

Salls, Grace J.
Saco, Me.

Scott, Arian
Farmer, N. Y.

Stoddard, Beatrice Musetta
Eddytown, N. Y.

Swain, Eleanor Louise
Waltham, Mass.

Terrill, Kate Robbins
Montpelier, Vt.

Thomson, Agnes S.
Muskegon, Mich.

Ward, Hettie Belden
Newton Centre, Mass.

Wellman, Melissa S.
Rochester, N. Y.

*Deceased.

SUMMER SCHOOL

AT COTTAGE CITY

Alden, Clara L.
Boston, Mass.

Applegate, Susan
Bridgeton, N. J.

Ashton, Grace Eure
Vineyard Haven, Mass.

Bartlett, James Austin
Wrentham, Mass.

Blair, Annabel
Durham, N. C.

Blair, M. B.
Durham, N. C.

Bright, Mary
Washington, D. C.

Bullard, Rebecca I.
Charleston, W. Va.

Coley, Leila M.
Westport, Conn.

Cook, Coralie Franklin
Washington, D. C.

De Pass, Harry Elliott
Spartansburg, S. C.

De Pass, Victor Eugene
Union, S. C.

Earle, Daisy Grace
Newton, Mass.

Fenner, Maria S.
Providence, R. I.

Fitzpatrick, John S.
Brooklyn, N. Y.

Fowlkes, Martha F.
Searcy, Ark.

Gallyon, Irving Henry
Boston, Mass.

Gettner, Florence Irwin
Etna, Pa.

Handy, Sydney Speiden
Pocomoke City, Md.

Jacobs, R. C. T.
Palestine, Tex.

Kavasch, John
Danbury, Conn.

Kay, Bertha L.
Lawrence, Mass.

Kurz, Loulita Lenoir
Columbia, Mo.

Lewis, William Mather
Chicago, Ill.

Malley, Helen G.
New Bedford, Mass.

Manchester, Sarah E.
Fairhaven, Mass.

McDuffee, Edith M.
Springfield, Mass.

McNally, Maybelle
Central Falls, R. I.

Menkens, Albert
New York, N. Y.

Mills, Eugenia Edgeworth
Greenville, S. C.

Oatman, Emma S.
Providence, R. I.

O'Connor, Evangeline
New York, N. Y.

Palmer, Harriet C.
Ogdensburg, N. Y.

Rosenwinkel, Hugo J.
Fort Wayne, Ind.

Samworth, Ellen
Wilmington, Del.

Smith, Ella V.
Harper's Ferry, W. Va.

Stamm, Amelia

Steckel, Daniel Edwin
Easton, Pa.

Sterling, Mary Blackwell
Newburgh, N. Y.

Strock, J. M.
Boston, Mass.

Welsh, Ida F.
Danbury, Conn.

SUMMER SCHOOL

AT STAUNTON, VA.

Anthony, Kate
Staunton, Va.

Barnes, M. C.
Staunton, Va.

Brickhouse, Lucy
Norfolk, Va.

Brook, Mary
Staunton, Va.

Brooke, B.
Ladd, Va.

Brooke, Belle
Staunton, Va.

Bumgardner, Eugenia
Staunton, Va.

Cobbs, Buena
Vashti, Va.

Connell, M. C.
Staunton, Va.

Cox, Amelia
Charlottesville, Va.

Deisher, Daisy
Bath Co., Va.

Deisher, Francis
Glen Wilton, Va.

Edwinson, F.
Staunton, Va.

Fifer, Kate
Staunton, Va.

Gilkerson, R.
Mint Springs, Va.

Gish, Elizabeth
Lynchburg, Va.

Gregory, Lena
Tunstalls, Va.

Hardy, Zon
Blackstone, Va.

Hill, Sallie
Landidger, Va.

Hullian, Jennie
Staunton, Va.

Hutherson, Katherine
Staunton, Va.

Jenning, Ruth
Franklin, Va.

Johnson, A. M.
Accomock Co., Va.

Jones, Lucy T.
Salem, Va.

Keller, Stella
Bridgewater, Va.

Kichen, L. C.
Yale, Va.

Landridge, Sadie
Charlottesville, Va.

Loeb, Josephine
Staunton, Va.

Lowery, M. F.
Verdon, Va.

Lyle, Laurel
Botetonent Co., Va.

Maddex, Lillie
Churchville, Va.

Marston, M. Grene
Roxbury, Va.

Marcus, Ellie
Gordonsville, Va.

Maxwell, Mary
Staunton, Va.

McCue, Eva B.
Staunton, Va.

McVicar, Emma
Winchester, Va.

Metzger, Ellen
Lewisburg, Va.

Motley, N. B.
Danville, Va.

Payne, Laura
Locust Grove, Va.

Pitt, V. L.
Urbannia, Va.

Reid, F. M.
Upperville, Va.

Robertson, Rosa
Danville, Va.

Scott, Anna P.
Gordonsville, Va.

Sellers, Miss
Churchville, Va.

Smith, S. Jane
Charlottesville, Va.

Wooding, B.
Lonans, Va.

Wood, Lizzie
Danville, Va.

Woodruff, Agnes
Fisherville, Va.

The present registration list includes representatives from thirty-seven States, District of Columbia, New Brunswick, Nova Scotia, Prince Edward's Island, Ontario, Ottawa, Quebec, Manitoba, British Columbia, England, and Sweden.

Alumni Association

Officers

Mr. Charles W. Kidder, President
Miss Mabel Henderson, Vice-President
Mrs. Julia King Parsons, Secretary-Treasurer

EXECUTIVE COMMITTEE

Mrs. Jessie E. Southwick
Dr. P. P. Field
Miss Frances Tobey
Miss Lilia Smith
Mr. Walter B. Tripp
Miss Annie Blalock
Mrs. Theresa Kidder
Miss Edith Whitmore
Mrs. M. L. Sherman
Miss Elsie Powers

ASSOCIATION meetings, with reception and banquet, are held in Boston each year in connection with the graduation exercises. The date, for 1902, will be May 8.

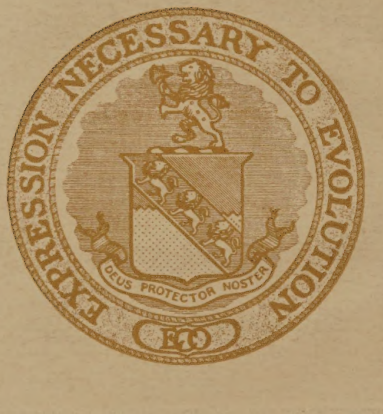
Alumni meetings are held each month at the college, and members of the association are invited to visit the regular classes which may be in session before the hour of the meeting. A special alumni class for drill-work and discussion of methods is also provided, free of charge, and to this graduates are most cordially welcomed.

It is desired that information concerning past members of the college be sent to the Registrar of the Emerson College. Graduates and former students are requested to send him immediate notification of any change of address. A copy of the Annual Catalogue will be sent to any addresses furnished for this purpose.

CHARLES WINSLOW KIDDER, Registrar,
Emerson College of Oratory.

Index

	Page
Advanced Standing,	36, 37
Alumni Association,	61
Anatomy, Physiology, and Hygiene,	24
Art and Æsthetic Culture,	27
Calendar,	43
Class Instruction,	32
Cost of Instruction,	40, 41
Cost of Living,	41
Courses of Instruction,	13
Design of the College,	11, 12
Diplomas,	37
Dramatic Interpretation and Platform Art,	19, 20
Emerson College Magazine,	35
English Literature,	21, 22
Evolution of Expression,	17
Evening Classes,	31
Faculty of Instruction,	6-9
Gesture,	16
Graduate Department,	28, 29
History of the College,	11
Instruction,	32
Lecturers,	9, 10
Libraries,	35
Life and Personal Development,	27
Location,	42
Music,	26
Officers,	5
Officers of Alumni Association,	61
Oratory,	14
Pedagogy,	26
Perfective Laws of Art,	18
Physical Culture,	23
Platform Art and Dramatic Interpretation,	19, 20
Private Instruction,	32
Psychology and Philosophy,	25
Recitals,	33
Regulations,	38, 39
Requirements for Admission,	36
Rhetoric and Composition,	22
Saturday Course,	31
Saturday Programme,	33
Societies,	34
Special Students,	37
Students,	44-60
Summer Sessions,	30
Teachers and Readers,	34
Trustees,	5
Vocal Physiology and Acoustics,	24
Voice Culture,	15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